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ABSTRACT

A description is presented of a classroom management training program developed for preservice and inservice teachers in Guam. A brief review of research findings on classroom management and effective teacher practices includes a profile of an effective classroom manager. The training program, based upon these findings, is designed to focus workshops on the following topics: (1) getting ready for the beginning of school; (2) planning routines and procedures; (3) managing student behavior; (4) organizing and conducting instruction; and (5) managing special groups. Preservice training is offered immediately prior to student teaching and in association with observation or participation in a public school classroom. Sessions are conducted twice a week for one semester. Inservice training is delivered through a series of interrelated training sessions over a one-year period. Sample workshop agendas for inservice teachers are outlined and events in the preservice training are listed. (JD)

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# CLASSROOM MANAGEMENT TRAINING

Final Report of the Regional Study Award Project

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## CLASSROOM MANAGEMENT TRAINING

There is a noticeable decline in teacher performance in the educational system on Guam. I believe the decline can be attributed to the inadequate preparation of new teachers in the skills of classroom management.

There is a need to develop a program for use in teacher pre-service training at the University of Guam and a similar in-service training for local teachers at the school and district levels.

Teachers make a difference. Teachers have the ultimate responsibility for delivery of the instructional program. The level of achievement in a school depends in large part on the effectiveness of the teachers' instruction and management skills.

The goal of this Training Program is to focus on the management skills found necessary to be an effective teacher.

By helping teachers to help themselves organize and manage their classrooms more efficiently, we will ultimately be helping the students.

The success of this Training Program is dependent on the willingness of the teacher to be an active participant. Instructional improvement never happens unless the teacher wants it to. There must be a commitment on the part of the teacher. This program is not intended to tell teachers how they must teach but rather to provide information and resources on effective classroom management techniques that they can use as tools to examine and refine their own teaching.

Administrators also play an important role in the success of this Training Program. Teachers must perceive that their administrator is supportive of the program. They can show enthusiasm for the program by

recognizing and encouraging participation. They should also adopt a non-judgmental attitude while teachers learn and practice the various management skills. They can provide logistical support when necessary, and, when a good relationship has been established, the principal can provide good feedback to teachers on their classroom management and teaching skills.

This paper presents background information on classroom management, effective teacher practices, training design for pre-service and in-service, and a sample agenda for topical workshop.

## Effective Teachers

Teachers are managers of both instruction and people (students). Effective teachers establish a classroom climate conducive to learning, and as managers of instruction, teachers establish guidelines, communicate expectations, establish routines, and pace instruction according to student needs.

Teacher expectations about student ability to learn are crucial to establishing a climate where students feel they can achieve. Moreover, because teachers serve as role models for students, their self-concept, attitudes about learning, methods of training about learning, methods of learning and attitudes toward people are likely to be shared and mimicked by students.[1]

## Teacher Attitudes and Expectations

Thomas Good and Jere Brophy (1978) identified the following basic attitudes and expectations teachers must have if they are to be effective classroom managers:

- The teacher should enjoy teaching.
- The teacher's main responsibility is to teach.
- The teacher must understand that the crucial aspects of teaching are task presentation, diagnosis, remediation and enrichment.
- The teacher should expect all students to meet at least the minimum specified objectives.
- The teacher should expect students to enjoy learning.
- The teacher should expect to deal with individuals, not groups or stereotypes.
- The teacher should expect to be obeyed.
- The teacher should expect some difficulty.[2]

## Classroom Management

Classroom management is a learned skill. All effective teachers are good managers of instruction. No teacher, even the most popular and talented, is immune from the need for management skills.[3]

Classroom management is not new. Ideas about ways to run classrooms efficiently and effectively are as old as public education.[4] The concept of classroom management is broader than the notion of student discipline. It includes all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment. Characteristics of a well-managed class that are supported by research include the following:

1. There are high levels of student involvement with work, especially with academic, teacher-led instruction.

2. Students know what is expected of them and are generally pretty successful.

3. There is relatively little wasted time, confusion, and disruption.

4. The climate of the room is work-oriented but relaxed and pleasent.

In brief, a well-managed classroom is a task-oriented, predictable environment where children know what is expected of them and how to succeed. Research has shown that in a class such as this, most of the students will make good achievement gain. (Good, 1982; Brophy, 1979; Mexley, 1979)[5]

Books on classroom management were written as early as 1847 reflecting the influence of science and business on education. However, current thinking about classroom management has significantly differed from early days due to the influence of psychology, biology, sociology, medicine, ecology, politics, communications, and technology.[6]

Jacob S. Kounin's Discipline and Group Management in Classrooms, published in 1970, began the "modern" era of research on classroom management. He found the following "dimensions of teacher style" to be especially important.

KOUNIN'S DIMENSIONS OF TEACHER STYLE

1. WITHITNESS AND OVERLAPPING

   The teacher communicates that she/he knows what is going on in the classroom and can attend to two issues simultaneously if necessary.

2. SMOOTHNESS AND MOMENTUM

   The teacher maintains a good pace, avoiding sudden stops and starts, digressions, bursting in regardless of group's readiness, leaving activities hanging, switching back and forth between activities, and overdwelling.

3. GROUP ALERTING AND ACCOUNTABILITY

The teacher maintains a group focus in group work rather than dwelling on one child, keeps students alert to the activity, and holds them accountable for their performance.

4. VALENCE AND CHALLENGE AROUSAL

The teacher enhances the attraction or challenge of activities to get students more enthusiastic, involved, or curious about academic activities, primarily by showing zest and enthusiasm, physically and verbally.

5. SEATWORK VARIETY AND CHALLENGE

The teacher programs activities, especially seatwork, to be varied and challenging.

Kounin's study laid the groundwork for most of the classroom management research.[7]

Profile of An Effective Classroom Manager

- Has a clear set of expectations about appropriate and inappropriate behavior at the beginning of the year and communicates them to students in a variety of ways.
- Establishes routines and procedures to guide student behavior in a variety of classroom activities and takes considerable care in teaching the system to the students.
- Inappropriate behaviors are dealt with promptly so that students receive feedback, and the consequences are clear and consistent.
- Monitors student behavior carefully and, thus, is aware of small problems before they become big ones.
- Better communicators and are able to explain, give directions, and communicate information effectively.[8]

Included in the booklet Effective Schooling Practices: A Research Synthesis, prepared by the Northwest Regional Educational Laboratory, is a section describing classroom characteristics and practices. The following descriptions are found in that section.

1.7 CLASS TIME IS USED FOR LEARNING

- Teachers follow a system of priorities for using class time and allocate time for each subject or lesson. They concentrate on using class time for learning and spend very little time on non-learning activities.

- Teachers set and maintain a brisk pace for instruction that remains consistent with thorough learning. New objectives are introduced as quickly as possible; clear start and stop cues help pace lessons according to specific time targets.

- Students are encouraged to pace themselves. If they don't finish during class, they work on lessons before or after school, during lunch or in other time so they keep up with what's going on in class.

1.8 THERE ARE SMOOTH, EFFICIENT CLASSROOM ROUTINES

- Class starts quickly and purposefully, teachers have assignments or activities ready for students when they arrive. Materials and supplies are ready, too.

- Students are required to bring the materials they need to class each day; they use assigned storage space.

- Administrative matters are handled with quick, efficient routines that keep class disruptions to a minimum.

- There are smooth, rapid transitions between activities throughout the day or class.

1.9 INSTRUCTIONAL GROUPS FORMED IN THE CLASSROOM FIT INSTRUCTIONAL NEEDS

- When introducing new concepts and skills, whole-group instruction, actively led by the teacher, is preferable.

- Smaller groups are formed within the classroom as needed to make sure all students learn thoroughly. Students are placed according to individual achievement levels; underplacement is avoided.

- Teachers review and adjust groups often, moving students when achievement levels change.

1.10 STANDARDS FOR CLASSROOM BEHAVIOR ARE EXPLICIT

- Teachers let students know that there are high standards for behavior in the classroom.

- Classroom behavior standards are written, taught and reviewed from the beginning of the year or the start of new courses.

- Rules, discipline procedures and consequences are planned in advance. Standards are consistent with or identical to the building code of conduct.

- Consistent, equitable discipline is applied for all students. Procedures are carried out quickly and clearly linked to students' inappropriate behavior.

- Teachers stop disruptions quickly, taking care to avoid disrupting the whole class.

- In disciplinary action, the teacher focuses on the inappropriate behavior, not on the student's personality.

1.11 PERSONAL INTERACTIONS BETWEEN TEACHERS AND STUDENTS ARE POSITIVE

- Teachers pay attention to student interests, problems and accomplishments in social interactions both in and out of the classroom.

- Teachers make sure they let students know they really care.

- Students are allowed and encouraged to develop a sense of responsibility and self-reliance. Older students in particular are given opportunities to take responsibility for school-related matters and to participate in making decisions about important school issues.

1.12 INCENTIVES AND REWARDS FOR STUDENTS ARE USED TO PROMOTE EXCELLENCE

- Excellence is defined by objective standards, not by peer comparison. Systems are set up in the classroom for frequent and consistent rewards to students for academic achievement and excellent behavior. Rewards are appropriate to the development level of students.

- All students know about the rewards and what they need to do to get them. Rewards are chosen because they appeal to students.

- Rewards are related to specific student achievements. Some rewards may be presented publicly; some should be immediately presented, while others delayed to teach persistence.

- Parents are told about student successes and requested to help students keep working toward excellence.

Research on Classroom Management suggests a number of ways administrators and staff developers can help teachers with the important task of organizing and managing classrooms. A program built around information and materials based on classroom research can have a decided impact on management success, particularly when a program begins before school starts and is part of an ongoing, cooperative school effort.

## Content of Training

Classroom management has always been a responsibility assigned to the teacher, proficiency in this area has become one of the key ingredients in the ability to teach well.[10]

Successful classroom management is primarily a matter of preventing problems before they occur, not the ability to deal with them after they emerge.[11] With this concept in mind, the Training Program has been designed to focus the workshops on the following topics:

- Getting Ready for the Beginning of School
- Planning Routines and Procedures
- Managing Student Behavior
- Organizing and Conducting Instruction
- Managing Special Groups

The Inservice Training Design will include:

- Awareness session for principals
- Awareness session for school teams
- Inservice sessions spread over time to allow gradual presentation of materials
- Small discussion groups in which participants can share ideas and concerns on a continuing basis
- Presentation, demonstration, practice and feedback as inservice activities

- In-school application of techniques between inservice sessions in order to assure transfer of skills learned
- Incentives for participating teachers: release from duties, released time, stipends, inservice credit, or college credit

The Preservice Training Design will include:

- Presentation and demonstration on information about effective management techniques
- Opportunities to observe and participate in classrooms for identification of principles and strategies that contribute to effective classroom management.
- Preservice sessions spread over time to allow gradual presentation of materials
- Opportunities for participants to share ideas and concerns on a continuing basis
- Opportunities for participants to consider, discuss, and critique techniques or case studies of different aspects of classroom management.
- Incentives for participants: inservice credit or college credit

## Delivery System

Inservice training will be delivered through a series of interrelated training over a one-year period of time. Training events will be one day in length every two months beginning with a two-day awareness workshop in the summer.

Preservice training will be offered immediately prior to student teaching and in associaton with observation or participation in a public school classroom. Sessions will be conducted one hour in length, twice a week, for a period of one semester.

Participation in the Inservice Training would include the following events for an individual:

Principals' Awareness Workshop (1 day)

- For principals only
- An overview of the workshop will be presented
- Criteria for selection of school team will be distributed and discussed
- Administrators' role discussed

Summer Workshop (2 days)

- Sets the framework for the remaining four sessions
- An overview of classroom management, teacher attitude and research studies will be presented
- Techniques and activities in "Beginning the Year" will be presented and discussed

Workshop One

- Focuses on planning routines and procedures
- Teachers are acquainted with efficient procedures and routines for classroom life

Workshop Two

- Is devoted to behavior management
- Techniques for motivating students toward good behavior and achievement are presented as well as ways to handle behavior problems

Workshop Three

- Focuses upon instructional organization
- Grouping, time allocation, transitions and teaching strategies are presented

Workshop Four

- Provides information concerning managing special groups
- Strategies for individual differences are discussed

Participation in the preservice training would include the following events for an individual:

2 days overview/awareness workshop
2 days Topical Workshop
1 day observation and/or participation in public school classroom
1 day small-group discussion/feedback session
2 days Topical Workshop in another management skill/technique
1 day observation or participation in public schools
1 day small group discussion/feedback session

2 days Topical Workshop in another management skill/technique
1 day observation and/or participation in public school classroom
1 day small group discussion/feedback session
2 days Topical Workshop in another management skill/technique
1 day observation and/or participation in public school classroom
1 day small-group discussion/feedback session
2 days Topical Workshop in another management skill/technique
1 day observation and/or participation in public school classroom
1 day small group discussion/feedback session
1 day evaluation workshop

The participant will be committed to a full semester of training, small-group discussion/feedback sessions and observations and/or participation in a public school classroom. The handbook Organizing and Managing the Elementary School Classroom will be utilized as the main guide for the sessions.

Topical Workshop

Workshops will consist of the following topics:

- Getting Ready for the Beginning of School
- Planning Routines and Procedures
- Managing Student Behavior
- Organizing and Conducting Instructions
- Managing Special Groups

These workshops will include presentation of relevant research studies, demonstration of the skill, practice in real or simulated situations, feedback concerning the application of the skill and on-site coaching to promote the acquisition of skills or knowledge.

The workshops will also allow participants the opportunity to discuss and critique models or case studies on the different aspects of classroom management.

Checklists to be used in assessing things to do or to remember will be provided.

In-School Application

Teachers will have the opportunity, between inservice sessions, to apply/implement new techniques in their classrooms.

## Notes


1. Tursman, Cindy, "Good Teachers: What to Look for," A publication of the National Public Relations Association Education USA, 1981, p. 48

2. IBID

3. Brookover, Wilbur B. et al., "Creating Effective Schools," An inservice program for enhancing school learning Climate and Achievement. Learning Publications, Inc. 1982.

4. Southwest Educational Development Laboratory, Classroom Management: A Research Synthesis and Conference Proceedings, 1980, p. 3.

5. Sanford, Julie P., Clements, B., and Emmer, E., "Improving Classroom Management," Educational Leadership.

6. Southwest Educational Development Laboratory, Classroom Management: A Research Synthesis and Conference Proceedings, 1980, p. 3.

7. IBID, p. 6

8. Duke, Daniel (Ed.), Helping Teachers Manage Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development, 1982, p. 8.

9. Northwest Regional Educational Laboratory, Effective Schooling Practices: A Research Synthesis, April 1984, pp. 5-6.

10. Duke, Daniel (Ed.), Helping Teachers Manage Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development, 1982, p. 52.

11. Good, Thomas L., Brophy, Jere E., "Looking in Classrooms," Harper and Row Publishers, New York, Third Edition, 1984, p. 181.


## Other References


Blum, Robert E. and McEady, Betty J., "Instructional Leadership Training," Northwest Regional Educational Laboratory, November 1984.

Sparks, Dennis and Sparks, George M. Association for Supervision and Curriculum Development, "Effective Teaching for Higher Achievement," 1984.

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Evertson, D., Emmer, E., Clements, B., Sanford, J., Worsham, M., and Williams, E., Organizing and Managing the Elementary School Classroom (R&D Rep. 6060), Austin: Research & Development Center for Teacher Education, the University of Texas at Austin, 1981.

Sprick, Randall, "The Solution book," A Guide to Classroom Discipline Science Research Associates, Inc., 1981.

## Summer Workshop

Objectives:

1) To provide an overview of classroom management
2) To present, discuss, critique techniques in preparing for the beginning of the school year

Activities (Day 1)

1) Present/discuss research studies:
   - Effective Teaching
   - Classroom Management (30 min.)

2) Discuss guidelines in "Readying the Classroom" (45 min.)

3) Show video on "Effective Classroom Management for Elementary School"
   - Suggest they take notes
   - Replay parts they have questions about
   - Discuss video presentation (45 min.)

4) Do small group activity of Handout #1
   - Have groups share ideas and suggestions (30 min.)

5) Assign Homework #1

6) Summarize days' events (5-10 min.)

Activities (Day 2)

1) Open discussion (15 min.)
   - Homework assignment

2) Discuss guidelines in "Beginning of School Activities" (45 min.)

3) Have participants review and discuss with a partner the points they consider most significant in handout, "Organizing the Classroom" (45 min.)

4) View video on "Organizing the Classroom"
   - Suggest they take notes
   - Replay parts they have questions about
   - Discuss video showing (45 min.)

5) Review list of "sponge activities" and have participants share additional "sponge activities" that they have used to get class started smoothly and quickly at the beginning of instruction (30 min.)

6) Review/discuss "getting Started at the Beginning of the Year," Booklet A (30 min.)

7) Summarize days' activities (5-10 min.)

Resources:

1) Organizing and Managing the Elementary School Classroom

2) Effective Teaching for Higher Achievement

3) Effective Classroom Management for the Elementary School

4) Classroom Management: A Research Synthesis and Conference Proceedings